

Administering the Computer-Based AzMERIT – Lessons Learned

Leading Change – June 25, 2015

Irene Hunting – Dep. Assoc. Supt., Assessment

Goals for this session

- Paper-based schools
 - Develop greater confidence and capacity to administer the computer-based AzMERIT
- Computer-based schools
 - Refine local processes and procedures to improve the computer-based AzMERIT test experience

Concerns about computer-based testing

- Insufficient Technology
- Adult Anxiety
- Student Preparedness
- Scheduling Challenges

Today's presenters

- Flagstaff Unified
- Glendale Elementary
- Imagine Camelback Elementary
- Palominas Elementary
- Ganado Unified
- Dysart Unified

Flagstaff Unified S.D.

Dr. Robert Hagstrom,
Director of Research & Assessment

Mary Knight,
Director of Technology

- **(In)sufficient Technology**
 - Leveraged current devices (labs, laptops, iPads)
 - Purchased accessories
 - Keyboards, headphones, iPad stands
 - Maximized accessories by sharing between sites
 - Bandwidth & Wireless Network
 - Elementary -- 100 MB
 - Secondary -- 300 MB
 - Tech Services Preparations
 - Testing of hardware and software configurations
 - Secure browser install on all devices
 - Bandwidth testing (AzMERIT tool)

- Adult Anxiety
 - Wide variety of comfort levels
 - Targeted services
 - Communication
 - School/District level
 - Written instructions
 - Trainings
 - Daily Tips
 - Large presence during initial testing days
 - Tech Services, R & A, Instructional Technology
 - Districtwide online testing—AzMERIT, Galileo, AIMSWeb, CSA's

- Student Preparedness
 - Expectations and Exposure
 - Ongoing process
 - District Level Digital Literacy Skills Discussions
 - Mobile Device Initiative
 - Digital Resources and Tools
 - EasyTech Technology Curriculum
 - Keyboarding
 - Opportunity to raise awareness of student levels of keyboarding
 - Observations of impact keyboarding has on constructed response test items

- Scheduling Challenges
 - School level flexibility within testing window
 - Schedules varied widely by school
 - Staggering of initial testing days allowed support presence
 - [Leveraged Google docs for district level awareness](#)
 - Initial testing days scheduled earlier in testing window allowed for revisions and makeups
 - Wireless network access points impacted scheduling approach

This “was” a test.

Flagstaff Unified S.D.

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Glendale Elementary School District

David Jordan,

Director of Research & Evaluation

Matthew Peterson,

Director of Information Technology

Prior to 2014-15

- Tech Bond Passed (2011 – 2012)
- Participated in the PARCC field test (CBT & PBT)
- Shared released PARCC & SBAC item types
- Contracted with a vendor to deliver CBT
 - Item banks with PARCC and SBAC type items
- Developed and delivered a district CBT

Preparing for AzMERIT 2015

- **Planning**
 - current status
 - what else is needed?
- **Communication**
 - content
 - mode
 - frequency
- **Practice**
 - staff practice with sample tests
 - staff/student practice with TA Practice and sample tests
- **Application**
 - district & School created CBT
 - similar sample tests from other states

The Positives

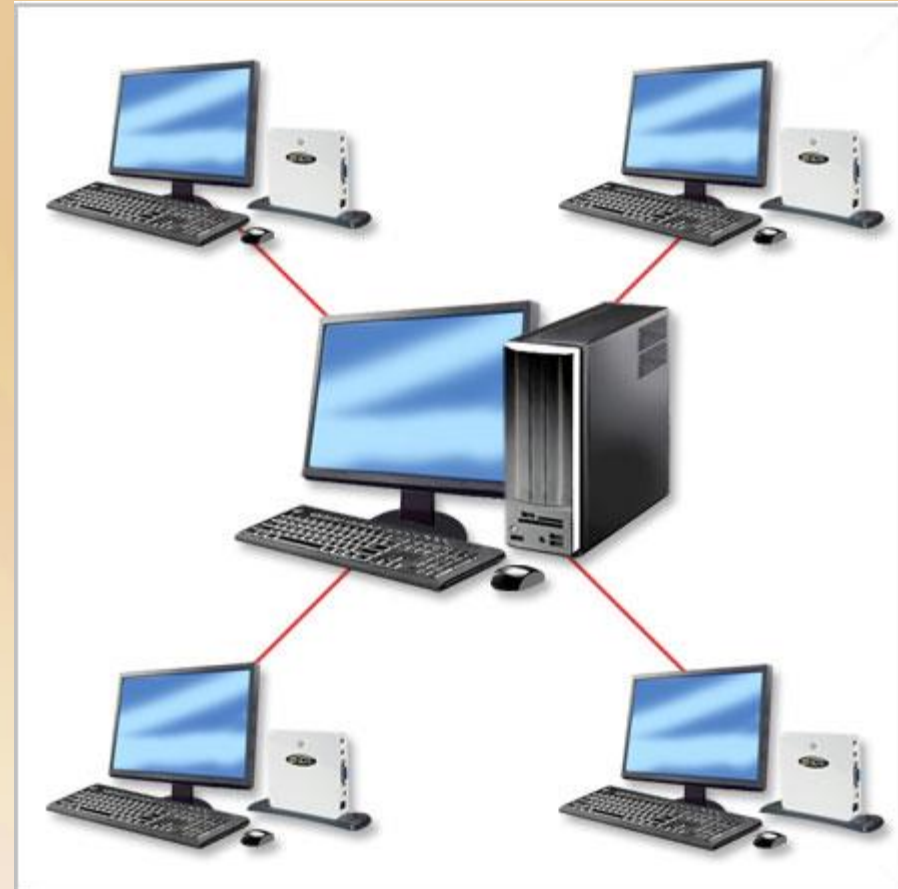
- Within 2 days of testing anxiety decreased substantially
- CBT is becoming more favorable (no counting test booklets)
- Kids generally like the CBT and most have no problem navigating.
- Teachers are becoming more open with the integration of technology for learning and assessing.
- Improved accountability of mobile devices.

Microsoft Windows MultiPoint Server

Up to 20 stations share the resources of one powerful workstation

Highlights

- Super fast login (3 to 45 seconds)
- Easy monitoring and maintenance
- Consumes very little electricity
- No noise and negligible heat
- Fewer data and power cables
- No moving parts = long life span
- **MUCH cheaper than a traditional computer (\$200 per station)**



AzMERIT

Arizona's Statewide Achievement Assessment
for English Language Arts and Mathematics



Locking Down the Stations

- Created generic login accounts
- Blacklisted all programs from running, including background processes
- Whitelisted the AzMERIT Secure Browser
- Students had access to volume controls

Glendale Elementary School District

David Jordan,

Director of Research & Evaluation

Matthew Peterson,

Director of Information Technology

Imagine Camelback Elementary


Lindsey Popa, Curriculum Coach/Testing
Coordinator

Debbie Yarbrough, Principal

Digital Assessment Glows

- Use of clear screens for math
- Time allotted – quicker sessions
- Smooth running- no lock-ups
- Help desk was helpful
- Security of test
- Prep time (From two weeks to 2 hours)
- Secure browsers

Digital Assessment Grows

- Plan for more student practice with the tools.
 - No random testing
 - TA interface/ accommodations
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Digital Assessment Perspectives

- Teachers concerns
 - New Test
 - Technology
 - End in mind
- Students' technology use
 - Capable
 - Preferred computer to paper and pencil
- Parents Perspectives
 - Grow for next year (more communication/information)

Imagine Camelback Elementary

Lindsey Popa, Curriculum Coach/Testing
Coordinator

Debbie Yarbrough, Principal

Palominas Elementary School District

Marylotti Copeland

Peter Hooper

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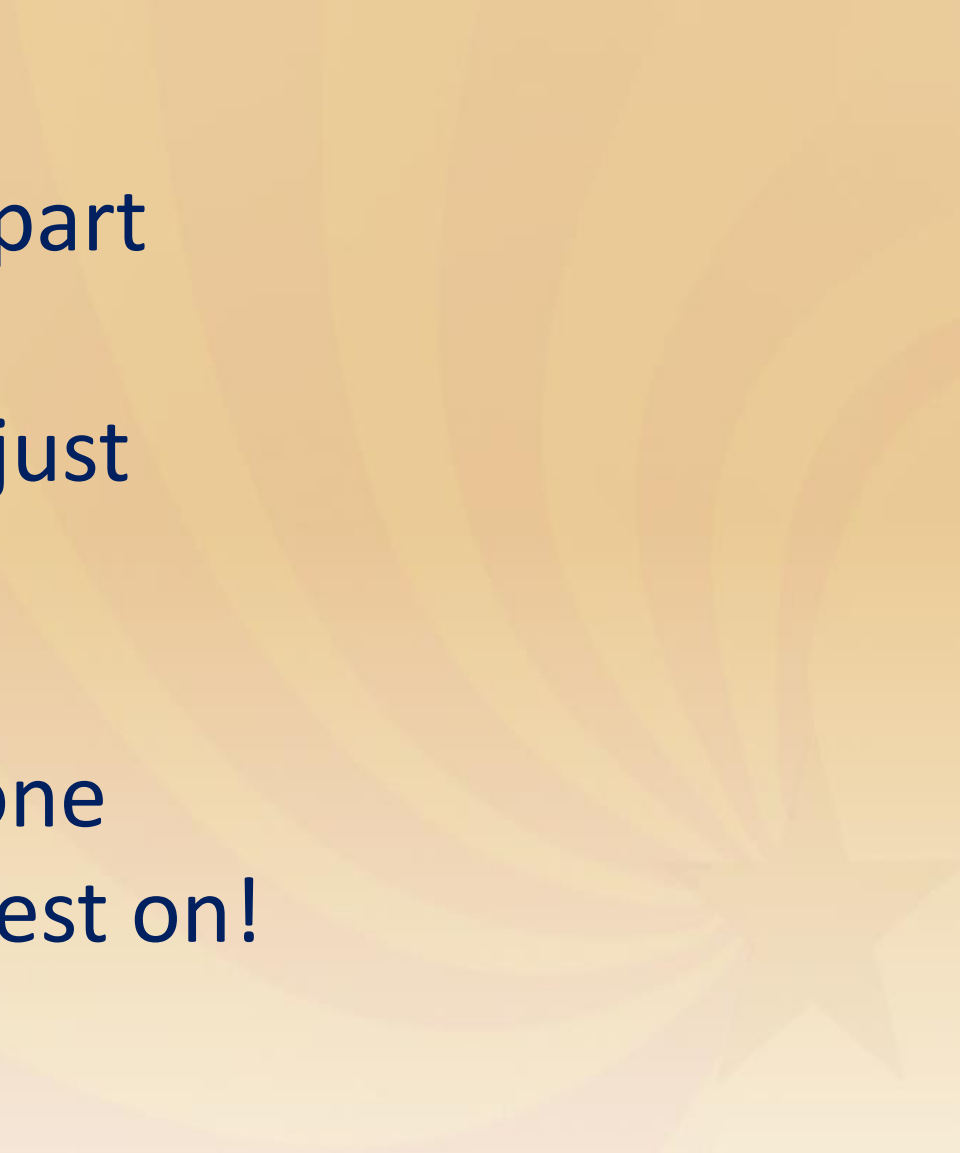
Gabe Ortiz

Shelley Woodman

About Palominas Elementary District


- Three K-8 schools
- 1,070 students
- 51% of students on Free and Reduced Priced Lunch
- Small, rural district encompassing 192 square miles
- Schoolwide Title I
- Approximately 5 miles, as a crow flies, from the Mexico border

Teamwork

- T - Time to plan
 - E - Everyone had a part
 - A - Ask questions
 - M - Monitor and adjust
 - W - Work together
 - O - Organize
 - R - Reassure everyone
 - K - Keep calm and test on!
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Technology

- Teamwork
- Infrastructure
- Bandwidth
- Supplies
- Google Apps/Chromebooks
- Comfort with technology resources

- Teamwork
 - Admin team
 - Teachers
 - Parapros
 - Students
 - Parents
- 

Special Education

- Teamwork
- Organizational Plan - SPED Team
- SPED - 504
- SPED Director/Curriculum Director
AzMerit Input
- Challenge-Large Print on CBT
- Teacher assurances

- Teamwork
- Scheduling
- Tech Support
- Moving of Chromebooks
- Training site vs Test Administration Site
- Two administrators at every site
- Communication

Palominas Elementary School District

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Ganado Unified School District

Jeanna Dowse, Director of Instructional Services

Jerome Burns, Technology Coordinator

Insufficient Technology

PRE-PLANNING

- **FY 2013-2014:** School District began planning for computer-based testing with the purchase \$1 million in new computers= 510 laptops, 210 computer lab work stations
- Bandwidth= 80 Megabit
- **August 2014:** Identified Access Points for wireless connections in all three schools
- **September 2014:** AzMERIT District-Wide Planning Meetings started in with Superintendent, Director of Instructional Services, Technology Dept., Principals
- **October 2014:** Technology Department Reviewed the Online System Requirements, completed all updates. Completed the AZ Computer-Based Testing Readiness Report.

Insufficient Technology

- **October 2014:** Completed several tests through the Arizona School Speed Test site to check the bandwidth speed of our system. This helped us to identify how much bandwidth was used during a regular school day and identified our peak times of usage.
- **December 2014:** Purchased 400 headphones
- **December 2014 to January 2015:** The Secure Browser was installed onto all machines to be used for testing as well as the “spares”.

Insufficient Technology

- **January and February 2015:** Determined how many available machines we had and how many students to

School	Total # of Computers	Number of Students to Test (Per Exam for GHS)
Ganado High School	335	775
Ganado Middle School	332	363
Ganado Elementary School	401	298

- Identified Testing Locations (Created Map that included Access Points of each school)
- Created Testing Schedule for April 2015

Student Preparedness

Early March 2015:

- AzMERIT Sample Tests were given to the students using the Secure Brower and the Practice Test Administration interface in order to provide teachers with the practice of creating a test and for students to practice logging into a test.
- Sample Tests followed the schedule for AzMERIT testing to create a “mock” test in order to test our bandwidth, wireless connectivity and for students to become familiar with their testing locations.

Student Preparedness

Late February and March 2015

- Teachers and students were reminded that the sample tests were to provide practice on the tools only and were not testing content.
- Teachers developed lessons that allowed more time for students to work through the sample tests and to become familiar with the tools available to them.
- After the “mock” AzMERIT testing, we needed to provide ample time for students to type their responses onto the computer for the writing test, therefore, schedules were adjusted.

Student Preparedness

- The “mock tests” identified the following issues:
 - 1) USB Headphones- 80% were not working
 - 2) Secure Browser was compromised when automatic updates were initiated.
 - 3) Identified network congestion which required the use of a portable access point.
 - 4) Identified which tools students needed more practice on in order to use them effectively.
 - 5) The need for the technology team to be available on-site during the AzMERIT testing to troubleshoot any technology issues.

Scheduling Challenges

Ganado High School- greatest challenge for scheduling

- Changed to a 90-minute block schedule but did not schedule a test the last 90 minutes of the day in order to accommodate for those students that needed more time to complete the test.
- Students that did not finish within the 90 minutes were given more time, they stayed in the testing location or were moved to a new location.
- AzMERIT allowed for more than one test to be administered at one time by a testing administrator, this helped when students needed more than the 90 minutes to complete a test.

Scheduling Challenge

- During the administration of the AzMERIT we discovered that we could schedule more assessments because our bandwidth could handle it, so we adjusted the schedule to complete more assessments. Teachers were in agreement because this shortened the testing schedule. Finished all testing within 7 days. Then did make-up assessments.

Plans for Next Year

Decrease Administration Dates

- Combine test administration scheduling dates for Ganado Elementary and Ganado Middle Schools.
- Keep Ganado High School on its own testing schedule week.

Increased Training

- Continue working with teachers to provide opportunities for ALL students to effectively use the tools available on the AzMERIT.

Increase the bandwidth and increase the number of access points (Plans to replace “old” access points)

Ganado Unified School District

Jeanna Dowse, Director of Instructional Services

Jerome Burns, Technology Coordinator

Dysart Unified School District

Michelle Benham, Director of Instructional Technology

Alejandra Castro, Research Data Analyst

Dr. Noelle Paufler, Research Evaluation Coordinator

Online Assessment Pilot 13-14

Objective: Support district in moving forward with online assessment

Cross-Functional Steering Committee

- Curriculum, Instruction, & Assessment
- Information Technology
- Instructional Technology
- Research and Accountability

5th Grade Online Reading Benchmark Pilot

- Defined process for implementation
- Formative and benchmark assessments

Program Evaluation by Research Department

- Structured process for data collection and analysis
- Findings and recommendations

AzMERIT Planning 14-15

Planning Committee

- Director of Curriculum, Instruction, & Assessment
- Chief Information Officer
- SIS Coordinator
- Director of Instructional Technology
- High School Principal
- Professional Development Coordinator
- Director of Research and Accountability
- Research Evaluation Coordinator
- Research Data Analyst

Guiding Principles

- Keep student test anxiety low
- Keep teacher test anxiety low
- Minimize disruption to the educational environment
- Use Chromebooks for all 3rd – 8th grade testing in order to increase equity
- Customized testing schedules for high schools

AzMERIT Planning Process

- Analyzed technical capacity
 - Performed network stress-tests
 - Inventoried available devices
- Provided task list with due dates (for committee members & schools)
 - TA Certification in TIDE
 - Practice online writing activity
 - AzMERIT Practice Assessment (familiarization with tools)
- Communicated expectations
- Established protocols
- Fielded questions from schools
- Created consistent 3-8 testing schedule
- Developed customized schedule with each high school leadership team (e.g., available devices, test administrator assignments, testing location(s))

About our High Schools

- Four high schools (two Title 1 schools)
 - Dysart HS
 - Shadow Ridge HS
 - Valley Vista HS
 - Willow Canyon HS
- School enrollment ranges from 1,500 - 2,300 students
- Approximately 1,500 total devices available for testing across all four high schools
- Total End-of-Course tests administered (by parts) \approx 28,000
- Devices included Chromebooks, laptops, and desktops
- Six class periods a day
- Monday early-release for professional learning
- Traditionally administered AIMS using late-start scheduling

Modified Scheduling Options

- Scheduling was informed by the maximum amount of time suggested by ADE for each test
- Students were typically moved to a central school location at the end of the class period if they were not finished testing

Sample Modified Schedules:

- A & B days with extended class periods (2 hours each)
 - A = periods 1, 3, 5
 - B = periods 2, 4, 6
- A, B, & C days with extended class periods (1.5 hours each)
 - A = periods 1, 2, 3, 4
 - B = periods 3, 4, 5, 6
 - C = periods 1, 2, 5, 6

Non-Modified Schedule Option

- Students were assigned to test each day was based upon:
 - Number of available devices
 - Membership in a class section selected to test that day
- Students reported to the testing location first thing in the morning and then returned to their regular class as they finished
- Whenever possible, students tested with their content area teacher
- Additional test administrators at high schools included:
 - Academic Interventionists
 - Library Media Specialists
 - School Counselors
 - Special Education Lead and Transition Teachers

Successes

Before Testing...

- Student information in TIDE - uploaded student data, assigned tests, selected appropriate accommodations
- School leadership teams held preparatory meetings

During Testing...

- School administrators and other staff provided timely support, especially at the beginning of the testing window/session
- Fewer technology issues than anticipated with the use of Chromebooks
- Test administrators were often able to troubleshoot and resolve technology issues

After Testing...

- Interviewees generally described online testing as more engaging for students

Areas for Improvement

Before Testing...

- Continue to provide timely communication to school administrators, teachers/staff, and the community
- Allow a sufficient amount of time for thorough school-site preparation (e.g., assessment schedule, testing locations, assigning test administrators, inventory of available devices, materials, etc.)

During Testing...

- Continue to ensure standardized test administration processes and procedures (e.g., device distribution, assisting students with technology issues, expectations for students who are finished testing, make-up test facilitation, etc.)

After Testing...

- School leadership debriefings held throughout the testing window to make adjustments as needed

Lessons Learned

- Develop additional specific test administrator professional development training (e.g., hands-on practice accessing, administering, and monitoring test sessions)
- Continue to create customized schedules by high school as needed based on student enrollment, technology capacity, etc.
- Continue to emphasize minimal disruption to the educational environment throughout the testing window:
 - Adjust the schedule so that students do not continuously miss the same classes
 - Prepare flexible lesson plans to accommodate students who need more time to test
- Continue to emphasize the use of technology in classroom instruction and assessment (e.g., skill building, use of online tools, simulate an online testing environment, etc.)

Dysart Unified School District

Michelle Benham

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Noelle Paufler

Questions?



AzMERIT

**Arizona's Statewide Achievement Assessment
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Thank You!

